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ABSTRACT

This document describes the 1999-2002 College Action Plan for Santa Barbara City College (SBCC) (California). The plan consists of 14 goals and 40 objectives that specify the desired direction for all major instructional and service areas of the college. Goals include the following: (1) enhancing community knowledge and utilization of SBCC programs and services; (2) expanding cooperative services with area K-12 districts to facilitate student transition to SBCC; (3) establishing mutually beneficial partnerships; (4) increasing student attainment of educational goals; (5) utilizing alternative methods of delivering instruction; (6) developing curriculum initiatives that respond to changes in the workforce, technology, and student needs; (7) identifying and implementing new or enhanced support and instructional strategies to increase student attainment of goals; (8) restructuring leadership roles and organizational design from a function-based to a process-based model; (9) revitalizing the college's institutional planning, research, and assessment processes; (10) developing a technology-based infrastructure; (11) identifying and providing facilities needed to support college goals; (12) acquiring and allocating resources needed to meet objectives; (13) providing faculty and staff with training; and (14) establishing a productive and rewarding work environment. The college reports that one goal has been achieved, seven are on target, five show moderate progress, and one was not yet addressed. (EMH)

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Status of the 1999-2002 College Plan Goals and Objectives

Institutional Assessment
Research and Planning

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SUMMARY The 1999-2002 College Plan consists of 14 Goals and 40 Objectives that specify the desired direction for all major instructional and service areas of the College.
The current status of these goals is as follows: one of the goals is achieved, seven are on target, five show moderate progress and one was not yet addressed (the explanation for each goal and objective is attached).

Overall Status of Goals

Achieved	On target	Moderate progress
Goal 9	Goal 1	Goal 4
	Goal 2	Goal 7
	Goal 3	Goal 8
	Goal 5	Goal 11
	Goal 6	Goal 12
	Goal 10	Goal 14
	Goal 13	

Of the forty objectives, seven are achieved, twelve are on target, eight show moderate progress, three show no progress, one is not addressed, five are currently being clarified or there are not sufficient data to make an assessment, and one is not applicable (bond issue did not pass). Two of the objectives do not fall into a single category: objective 13 appears on target for English but there is no progress for Math; and objective 23 is on target for all alternative modes of instruction except for online courses where moderate progress occurred.

Overall Status of Objectives

Achieved	On target	Moderate progress	No progress	Currently collecting/analyzing data or data not sufficient or not available to make an assessment	Not addressed
Obj. 3	Obj. 1	Obj. 15	Obj. 11	Obj. 4	Obj. 30
Obj. 8	Obj. 2	Obj. 17	Obj. 12	Obj. 5	
Obj. 9	Obj. 6	Obj. 21	Obj. 13	Obj. 14	
Obj. 16	Obj. 7	Obj. 23 for	for Math	Obj. 18	
Obj. 22	Obj. 10	online courses	Obj. 27	Obj. 19	
Obj. 29	Obj. 13 for	Obj. 28			
Obj. 32	English	Obj. 35			
	Obj. 20	Obj. 37			
	Obj. 23 except for	Obj. 38			
	online classes	Obj. 40			
	Obj. 24				
	Obj. 25				
	Obj. 26				
	Obj. 31				
	Obj. 33				
	Obj. 39				

A more detail analysis follows.

GOAL/OBJECTIVES	STATUS	DETAIL
GOAL 1 - Enhance community knowledge, appreciation and utilization of Santa Barbara City College programs and services to attract an expanded and more diverse student population.	On target	
Objective 1. Develop and implement a coordinated college-wide marketing plan that addresses recruitment and service needs of the local community and potential out-of-area students. Outcome expectations for this marketing plan are:	On target	
° Sustain overall enrollments between two and three percent above the College's enrollment cap for the duration of the plan.	On target	1998-99 credit and non-credit resident FTES 3.02% growth; 1999-00 credit and non-credit resident FTES 4.48% growth; 2000-01 credit and non-credit estimated FTES 3.08% growth
° Increase by 10% the number of students age 25 and older enrolled in credit programs.	Achieved	Fall 1998 4,722 age 25 or older; Fall 1999 5,013 age 25 or older - 6.2% increase compared to Fall 1998; Fall 2000 5,226 age 25 or older - a 10.7% increase compared to Fall 1998
° Achieve student enrollments which reflect the ethnic diversity of the district's adult community.	On target	The ethnic distribution of both credit and non-credit enrollments reflects closely the ethnic distribution of the adult population of the district. The public release in May 2001 of the 2000 Census data will allow a more accurate, up to date comparison.
Objective 2. Provide multiple options, both on and off campus, for convenient student access to programs, services and information needed to enroll and succeed in college.	On target	New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc)
GOAL 2 -Expand cooperative strategies with service area K-12 districts to facilitate student transition to Santa Barbara City College.	On target	

Objective 3. Enroll 10% of high school students from local feeder high schools concurrently in credit courses offered by the college.	Achieved	1998-99 (annual data for Summer 98, Fall 98 and Spring 99) 862 students (unduplicated headcount) from the local feeder high schools (Carp, SB Senior High, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 12.1% of the total enrollment of the five high schools. 1999-00 (annual data for Summer 99, Fall 99 and Spring 00) 1,686 students (unduplicated headcount) from the local feeder high schools (Carp, SB, SM, Dos Pueblos, Bishop) enrolled in SBCC classes - 23.2% of the total enrollment of the five high schools.
Objective 4. Ensure that a minimum of 50% of the high school students who enroll in Continuing Education classes with the objective to transfer to the credit program do so.	Cont Ed to provide the data	
Objective 5. Increase by 15%, over a three-year period, the total number of high school students who enroll in Continuing Education classes.	Cont Ed to provide the data	
GOAL 3 - Establish mutually beneficial partnerships with other institutions of higher education, the business sector, government agencies and community organizations to enhance relationships and increase educational opportunities for students.	On target	
Objective 6. Establish and implement a college-wide plan for the coordination and implementation of worksite experiences (i.e., internships, work experience, service learning and job shadowing).	On target	The duplicated enrollment in General work experience classes was 516 in Fall 2000, a 13% compared to 457 in Fall 1999. A new service learning is being developed by the Career Center to be offered in Fall 2001.
Objective 7. Work with the University of California at Santa Barbara, California State University, Channel Islands, and, where appropriate, independent higher education institutions to identify courses and programs that Santa Barbara City College can offer for students accepted at these institutions who need remediation (e.g., pre-calculus, remedial reading and writing).	On target	New math courses for UCSB students. Summer courses in English and Math for students who need to fulfill the CSU entrance requirements.
Objective 8. Explore the feasibility of offering upper division and teacher credential preparatory classes at Santa Barbara City College.	Achieved	Teacher education courses offered starting Fall 2000.

Objective 9. Offer new courses and programs that meet the needs of area businesses, community and governmental agencies.	Achieved	Agreements and courses offered to county, city, Select Personnel, Harbour Patrol and Verizon employees. New agreements are being developed with the Santa Barbara County schools, Cottage Health Care system and several companies involved in marine diving related industries. Starting in Fall 2001, courses will be also offered for SBCC employees.
GOAL 4 - Increase student attainment of their educational goals, including degrees and certificates, transfer, workforce development, basic skills and lifelong learning.	Moderate progress	
Objective 10. Identify and implement intervention strategies for students who are not making satisfactory progress toward attainment of their educational goals of certificate, degree or transfer.	On target	The Student Success cross-functional team is working to identify and implement new strategies to achieve these objectives (i.e, focus on gateway courses, student success course, etc.)
Objective 11. Reduce by a minimum of 10 percent, over a three-year period, the number of students placed on academic progress probation, academic probation and academic disqualification, while maintaining standards for academic excellence.	No progress	Fall 1998 1,833 students placed on some type of probation; Fall 1999 2,016 students placed on some type of probation - 10% increase compared to Fall 1998 Fall 2000 1,977 students placed on some type of probation - 1.9% decrease compared to Fall 1999 and 7.9% increase compared to Fall 1998
Objective 12. Increase by 3 percent, over a three-year period, the number of successful course completion rates (A-C, CR), while maintaining standards for academic excellence in each of the following areas:	No progress	
° All credit classes: 70.3% to 72.4%.	No progress	Fall 1998 70.2% successful grades; Fall 1999 68.8% successful grades; Fall 2000 69.7% successful grades
° Transferable courses: 71.3% to 73.4%.	No progress	Fall 1998 71.3% successful grades; Fall 1999 69.5% successful grades; Fall 2000 70.3% successful grades
° Occupational courses: 80.8% to 83.2%. ???	No progress	Fall 1998 75.0% successful grades; Fall 1999 72.6% successful grades; Fall 2000 73.0% successful grades

° Pre-collegiate courses: English (below English 100) and math (below Math 100).	No progress	Fall 1998 English (below ENG 100, not ESL) 73.3% successful grades -- Math (below MATH 100) 53.5% successful grades; Fall 1999 English 69.0% successful grades -- Math 48.3% successful grades; Fall 2000 English 61.2% successful grades -- Math 49.6% successful grades
° Achieve established performance standards for non-credit core programs (Adult Basic Education, Adult High School, ESL, Citizenship Education and Occupational Education).	On target	The Adult High School/Adult Basic Skills curriculum was converted to a competency based curriculum and implemented in Fall 2000. The Continuing Education Award of Program Completion programs, Medical Records Clerk and Personal Care Attendant, are both competency based programs.
Objective 13. Increase by a minimum of six percentage points over a three-year period:	Moderate progress in English/No progress in Math	The Student Success cross-functional team is working to identify and implement new strategies to achieve these objectives (i.e, focus on gateway courses, student success course, etc.)
° The percentage of students who enrolled in a basic skills English class (below English 100) and then enrolled in a higher level English class (37.2% to 43.2%).	Moderate progress	English Skills 60, 65, 70, 80 ONLY, NOT ESL. Of the students who successfully completed one of these courses in 1997-98, 55% enrolled in a higher level English course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 58% enrolled in a higher level English course in 1999-00.
° The percentage of students who enrolled in a basic skills math class (below Math 100) and then enrolled in a higher level math class (28.2% to 34.2%).	No progress	MATH 1, MATH 1ABC and MATH 4 ONLY. Of the students who successfully completed one of these courses in 1997-98, 58% enrolled in a higher level Math course in 1998-99. Of the students who successfully completed one of these courses in 1998-99, 52% enrolled in a higher level Math course in 1999-00.
Objective 14. Establish and achieve the targeted numerical objectives for the percentage of students who successfully transition from:	Targets and comparative groups need to be determined.	
° English Skills courses to English 100, English 110 and other degree-applicable classes.		
° Math 1, 4, 100, 107 to college level math.		
° ESL courses to the completion of English 100, English 110 and other non-ESL degree-applicable courses.		
° STEP Non-credit students transitioning to credit classes.	Moderate progress	Over a two-year period 27% of the STEP students enrolled in credit courses.

Objective 15. Increase the number of degrees and certificates awarded over a three-year period in each of the following areas:	Moderate progress	
° The number of Associate in Arts/Associate in Science degrees from 688 to 715 (4% increase).	Achieved	1998-99 688 AA/AS; 1999-00 795 - a 15.6% increase
° The number of certificates from 262 to 278 (6% increase).	No progress	1998-99 240 Certificates; 1999-00 180 - a 25% decrease
° The number of Skills Competency Awards by 10% (the baseline for this objective needs to be established).	No progress	1998-99 289; 1999-00 231 - a 20% decrease
Objective 16. Increase by a minimum of 6 percent over a three-year period, the number of students enrolled in an occupational course (S.A.M. Code A, B or C) from 14,151 to 15,000 (duplicated fall, winter and spring terms for credit and non-credit enrollments).	Achieved	1998-99 Fall and Spring credit duplicated enrollment in SAM B or C (A is not offered) courses was 18,173; 1999-00 Fall and Spring credit duplicated enrollment in SAM B or C (A is not offered) courses was 19,992 - a 10% increase
Objective 17. Increase the number of students who transfer to four-year colleges or universities by a minimum of three percentage points over a three-year period, and increase by five percentage points the number of students who are transfer eligible for the coming year.	Moderate progress	The total number of transfers (including CA private and out of state) will be available later in the semester. Using the numbers currently available for transfers to UC and CSU campuses only, in 1998-99 there were 914 transfers, in 1999-00 there were 929 transfers - a 1.6% increase.
Objective 18. Achieve rates for ethnic underrepresented students who declare transfer as a goal and do transfer that are equal to the corresponding rates of traditionally represented ethnic students enrolled at the college who declare transfer as an objective.	Data on actual transfers by ethnicity groups compared to their goal are currently not available. The Inst Research Office is working to obtain unitary (by student) information through the EnrollmentSearch service at the National Student Loan Clearinghouse. This information will allow comparisons against the data in SBCC's Student Information System.	
Objective 19. Identify student job placement rates and post-college earnings for each of the college's occupational education programs. This data will be used to ensure that programs continue to meet expected program outcomes and enhance recruitment and student advising.	Insufficient data to assess status.	Data provided by the Chancellor's Office for most programs are insufficient to make an assessment for any given year. Options of obtaining collapsed data for multiple years are being investigated.

GOAL 5 - Utilize alternative methods of delivering instruction to increase student access to and successful completion of courses and programs needed to achieve their educational objectives.	On target	
Objective 20. Identify and develop courses, and certificate and degree programs to be offered in alternative instructional formats that meet the needs of targeted groups of students.	On target	SBCC has developed substantial number of new courses. New degree programs have been developed in the last two years in alternative instructional formats (online, variable starting times).
Objective 21. Identify the best methods for the design, development and deployment of technology-mediated instruction that increases student access, learning and success in their courses in a cost-effective manner.	Moderate progress	Online faculty have worked to identify strategies for increasing retention in online courses.
Objective 22. Enroll by fall 2001 a minimum of 20 percent per year of all credit students in courses offered in alternative instructional formats (e.g., distance learning, self-paced, open-entry/open-exit, guided study, accelerated courses, weekend courses).	Achieved	Fall 1998 - 27% duplicated credit enrollment and 42% unduplicated credit enrollment in alternative courses (this means, that 4 out of 10 students are enrolled in at least one course in these categories) ; Fall 1999 - 26% duplicated credit enrollment and 37% unduplicated credit enrollment in alternative courses; Fall 2000 - 28% duplicated credit enrollment and 39% unduplicated credit enrollment in alternative courses
Objective 23. Achieve successful course completion rates for courses offered in alternative delivery formats that are at least comparable to those obtained in more traditional instructional modes.	On target for all courses except online courses. It should be noted that the online successful completion rate has improved between Fall 1999 and Fall 2000.	Fall 1999 - SBCC overall course successful completion rate: 69%; Online courses successful completion rate: 51%; Work experience and independent study successful completion rate: 72%; Self-paced courses successful completion rate: 69%; Accelerated courses successful completion rate: 64%; Weekend courses successful completion rate: 67% Fall 2000 - SBCC overall course successful completion rate: 70%; Online courses successful completion rate: 57%; Work experience and independent study successful completion rate: 66%; Self-paced courses successful completion rate: 70%; Accelerated courses successful completion rate: 61%; Weekend courses successful completion rate:69%

GOAL 6 - Develop curriculum initiatives that respond to changes in the workforce, technology and student needs.	On target	
Objective 24. Identify annually the need for the college to offer, and, when feasible, implement new instructional programs.	On target	A systematic process is in place to track the needs for new instructional programs.
Objective 25. Increase the number of industry-based certification programs offered and the number of students who complete such programs.	On target	A number of new degree and certificate programs are being developed (I.e, CISCO, Ericson, Drug and Alcohol Counseling, Digital Imaging, Web designer).
GOAL 7 - Identify and implement new and/or enhanced support and instructional strategies to increase student attainment of educational goals.	Moderate progress	
Objective 26. Assess the process and effectiveness of providing student access to autonomous college information and support services designed to meet their personal needs.	On target	New college web site; pilot testing of Campus Pipeline in Spring 2001; plans for adding information on the campus web site for various student services. The implementation of the new Oracle Student System will allow self service (e.g., online application, registration, verification of grades, etc)
Objective 27. Increase by 15 percent the number of unduplicated students who participate in goal setting, decision making, educational planning and career development activities.	No progress	In Fall 1998, 9598 students (unduplicated) met at least once with staff in Student Services or used ASSIST. In Fall 1999, 8115 students (unduplicated) - a 15% decrease. In Fall 2000, 8,022 students (unduplicated) - a 16% decrease compared to Fall 1998.
GOAL 8 - Restructure leadership roles and organizational design from a function-based to a process-based model.	Moderate progress	

Objective 28. Complete a redesign project that examines the College's administrative and governance systems and leadership roles and, where appropriate, implement the recommended improvements.	Moderate progress	On target for the organization of the major divisions but the overall governance structure not addressed. The College has undertook a reorganization of its academic affairs and student services divisions into the Educational Programs division in order to better address the student needs. The Human Resources division has been reorganized into the Human Resources and Legal Affairs division. Some changes were implemented in the Business Services division. Also, some reorganizations occured within divisions (EOPS, Financial Aid).
GOAL 9 - Revitalize the College's institutional planning, research and assessment processes.	Achieved	
Objective 29. Establish an effective office of institutional research that provides leadership in the coordination and support of the College's planning, research and assessment processes.	Achieved	In 1999, the College has established the Office of Institutional Assessment, Research and Planning. A director was hired in September 1999. An analyst was hired in August 2000. The Office's tasks and responsibilites include: Institutional Effectiveness; Research; Accreditation; College Planning & Environmental Scanning; Decision Making Support System; Reporting (Federal, State, Student characteristics); Ad-hoc Requests for Information and Data (Internal and External); Support Role for Program Review; Enrollment Management/Marketing and Chancellor's Office MIS.
Objective 30. Review completed redesign projects to determine whether or not they should be implemented. Evaluate those that have been implemented to assess the extent to which they have achieved their desired outcomes.	Not addressed	
GOAL 10 - Develop a technology-based infrastructure to allow students, faculty and staff to conveniently access course and College-related information and resources from on and off campus.	On target	
Objective 31. Provide access to network technology and resources to support mediated instructional delivery and support services.	On target	The Information Resource Division has conducted a major upgrade of the network services. A contract has been signed for providing the hosting and maintenance of the Online College.

Objective 32. Develop mechanisms for the effective renewal of computers and other technologies.	Achieved	SBCC has developed a plan for the renewal of computers on a 4-year cycle.
Objective 33. Complete implementation of the Oracle financial, human resources and student information systems.	On target	Expected implementation timeline: Oracle Financials - July 2001, Oracle HR - July 2001, Oracle Student Information System - May 2002
GOAL 11 - Identify and provide facilities needed to support college goals and objectives.	Moderate progress	
Objective 35. Develop and implement a plan to maximize efficient use of existing College facilities.	Moderate progress	SBCC has acquired Resource 25, a scheduling system but it has not beem implemented yet.
Objective 36. If passed, develop and implement plans to construct the facilities included in the November 1999 bond measure.	Not applicable	
GOAL 12 - Acquire and allocate resources needed to meet the objectives of the College Plan.	Moderate progress	
Objective 37. Develop and implement a resource allocation budgeting process that builds from the College Plan.	Moderate progress	CPC is using the College Plan to make decisions for the allocation of Partnership for Excellence funds.
Objective 38. Develop and implement a systematic plan for the acquisition and management of external funds.	Moderate progress	
GOAL 13 - Provide faculty and staff with the training needed to use new technologies and processes to manage ongoing change and to integrate innovations into College operations.	On target	

Objective 39. Develop, implement and evaluate a comprehensive professional development plan for faculty and staff that will:	On target	The faculty development cross functional team is developing a plan to provide systematic training to faculty. A committee composed of representatives from Educational Programs, Classified Staff and Human Resources is developing a comprehensive training plan for classified staff and managers.
° Enhance their ability to promote student learning and the attainment of their educational goals.	On target	
° Provide the training needed to effectively use the new Oracle Financial, Human Resources and Student Information Systems computer applications.	Not applicable	Oracle systems not yet implemented.
° Use new redesign processes, initiatives and other innovations that have been or are about to be implemented.	Not addressed	A major component of the staff and faculty development plans that are being designed will include training in the use of the redesign processes and new management and student information systems.
GOAL 14 - Establish a productive, balanced and rewarding environment in which to work.	Moderate progress	
Objective 40. Identify steps to enhance the ability of faculty and staff to perform their jobs effectively and increase their satisfaction in working at the College.	Moderate progress	